ED 425 166

Skills-Based Scope and Sequence Guide

Health
Grades K-6

Target Skills
&
Sample Assessment Methods

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INTRODUCTION

The State Department of Education's *Skills-Based Scope and Sequence Guide* is organized around a suggested list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. This guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level.

The guide has been developed as a scope and sequence by a team of teachers, parents, school board members, community representatives, patrons, and State Department of Education specialists. The listed set of skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. There are sample assessment methods included for teacher use.

How to Use the Skills Based Scope and Sequence Guide

The skills are identified by grade level starting at kindergarten then progressing through the sixth grade. The skills were selected based on knowledge of many classroom teachers, skills identified in scope and sequence charts of the textbooks on the State of Idaho textbook adoption list, skills measured on the Iowa Test of Basic Skills, skills measured on Idaho's direct assessments, and input from educators, patrons, and parents.

There are three processes that a teacher takes the student through for each skill. You will see an **X** placed in the column next to a skill where it is expected to be introduced, reinforced, and/or finally placed in long term memory. This helps the teacher determine the lesson and amount of repeated practices that will help achieve mastery of the skill.

Once the student achieves the skill the question is how to use it. We have identified three thinking levels for this ability. They are called factual, applied/analysis, and synthesis. The teacher can now develop an assessment to measure the skill. The same three thinking levels may be applied to the assessment chosen by the teacher.

It is our desire that students will be taken through the skills in a logical consistent format. Some students will be able to master the information much faster and should be allowed to progress as fast as possible through the grade levels.

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Alcohol, Tobacco, and Other Drugs										
1. Recognize the relationship between drugs and medicines	X			X			Free verbal response, group project	X	X	
2. Identify poison symbols	X			X			Work sample evaluation, flash cards	X		
3. Discuss medicine safety	X			X	X		Free verbal response, group project	X	X	
Community & Environmental Health										
1. List ways to make play and work areas safe and clean	X			X			Free verbal response, check list	X		
2. Name products which can be recycled and reasons for doing so	X			X			Free verbal response, flash cards	X		
3. Name community and environmental workers	X			X			Free verbal response	X		
Consumer Health										
1. Identify health products	X			X			Free verbal response	X		
2. Identify health workers	X			X			Free verbal response, flash cards	X		
3. Identify kinds and causes of pollution	X			X			Free verbal response, project	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Fitness and Personal Health										
1. Identify major body parts	X			X			Check list, teacher observation	X		
2. Identify the five senses	X			X			Teacher observation, paper, pencil, task	X		
3. Show proper coverage of sneezes and coughs	X			X			Teacher observation	X	X	
4. Learn proper dental hygiene	X			X			Free verbal response	X	X	
5. Discuss importance of exercise and physical activity	X			X			Free verbal response	X	X	
6. Discuss proper hand washing and sanitary procedures for public restroom use	X			X	X		Free verbal response, teacher observation	X		X
7. Be introduced to the components of good sportsmanship (e.g. sharing and taking turns)	X			X			Teacher observation, free verbal response	X	X	
Health Promotion and Disease Prevention										
1. Discuss feeling well and feeling sick	X			X	X		Free verbal response	X		X
2. Discuss germs and the way they are spread	X			X			Free verbal response project	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Identify how cleanliness and other good health habits will help prevent disease	X			X			Free verbal response	X	X	
4. Discuss wearing proper types of clothing with regards to weather, temperature and activity	X			X			Teacher observation, free verbal response	X	X	
5. Discuss the importance of immunizations	X			X			Free verbal response, check list	X	X	
Injury/Violence Prevention & Safety										
1. Recite name, address, and phone number	X			X			Free verbal response	X		
2. Know when to dial 911 or 0 for an emergency	X			X			Teacher observation, free verbal response	X	X	
3. Explain procedure to follow when lost	X			X		X	Teacher observation, free verbal response, individual project	X		X
4. Identify hazards of and safety rules home, school, bus, auto and pedestrian	X			X			Check list, free verbal response, individual project	X	X	
5. Name proper safety equipment and its importance (helmets, safety belts)	X			X			Check list, free verbal response	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Identify basic safety signs and signals	X			X			Flash cards, check list, free verbal response, group project		X	
7. Demonstrate correct emergency drill procedures for school and home (e.g. fire, earthquake)	X			X			Teacher observation, free verbal response	X	X	
8. Identify the potential danger of firearms	X			X			Free verbal response, check list, teacher observation	X	X	
9. Identify appropriate and inappropriate physical and verbal actions towards others (e.b. bullying, harassing, touching)	X			X			Free verbal response, teacher observation	X	X	
10. Name safety workers in the community	X			X			Teacher observation, free verbal response	X		
Mental and Emotional Health										
1. Demonstrate acceptable and unacceptable behavior	X			X		X	Teacher observation	X	X	
2. Recognize themselves as unique and worthwhile	X			X			Free verbal response, teacher observation		X	
3. Identify that each person experiences a variety of feeling	X			X			Free verbal response, teacher observation	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Describe positive ways to express feelings	X			X	X		Free verbal response, teacher observation		X	X
5. Describe how helping others makes one feel better about oneself	X			X	X		Free verbal response		X	
6. Name reason for the importance of making wise and responsible choices	X			X			Free verbal response, teacher observation	X		X
7. Identify those adults who can provide assistance	X			X			Free verbal response	X		
Nutrition										
1. Explain the importance of breakfast	X			X			Free verbal response	X		
2. Identify the food groups (pyramid)	X			X		X	Flash cards, check list, free verbal response	X		
3. Recognize how food and water help the body grow	X			X			Flash cards, free verbal response	X	X	
Relationships, Manners and Family Health										
1. Demonstrates good table and classroom manners	X			X			Observation	X		
2. Identify ways to be a good friend	X			X			Teacher observation, listing		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Recognize that everyone is unique including themselves	X			X			Free verbal response, teacher observation	X	X	
4. Identify different roles and responsibilities of each family member	X			X			Free verbal response	X	X	
5. Speaks with out interrupting	X			X		X	Observation	X		
6. Demonstrate ways to show respect for self and others. Knows how to greet and introduce self and others	X			X	X		Teacher observation	X	X	
7. Express their feelings and show affection appropriately	X			X			Teacher observation	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Alcohol, Tobacco and Other Drugs										
1. Define the word drug	X	X		X			Free verbal response	X		
2. Discuss the effects of drugs on the body (emphasize alcohol and tobacco)	X			X	X		Free verbal response, flash cards	X	X	
3. List common household substances that are poisonous		X				X	Free verbal response, check list, flash cards	X		
4. Discuss the terms drug abuse and drug misuse	X			X	X		Free verbal response	X	X	
Community and Environmental Health										
1. Define environment and community		X		X			Free verbal response, teacher observation	X		
2. Describe the characteristics of a healthy community		X		X			Free verbal response, teacher observation, free written response	X	X	
3. Identify hazards in the home and the community		X		X			Free verbal response, work sample evaluation, check list, assessment of individual response		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Participate in a program aimed at reducing litter in school and the community	X			X		X	Assessment of individual response, work sample evaluation, assessment of group response	X	X	
5. Identify ways to use water wisely	X			X			Free verbal response, work sample evaluation, teacher observation		X	X
6. Identify sources of energy	X			X			Free verbal response project	X		
Consumer Health										
1. Name health products		X		X			Free verbal response, work sample evaluation	X		
2. Identify commercials and advertising	X			X			Paper, pencil, task, free verbal response, work sample evaluation	X		
3. Identify ways to be a safe consumer of health products	X			X			Free verbal response, flash cards	X	X	
4. Recognize roles of health workers	X			X			Free verbal response, flash cards	X		
Fitness and Personal Health										
1. Demonstrate proper dental hygiene		X		X	X		Teacher observation, free verbal response	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Develop personal responsibility for grooming and cleanliness		X			X		Teacher observation	X	X	
3. Know the importance of good sleep habits	X			X			Student self-evaluation, free verbal response	X	X	
4. Learn how exercise affects the body	X	X		X			Teacher observation, free verbal response	X	X	
5. Learn the meaning of good sportsmanship	X	X		X			Check list, teacher observation	X	X	
Health Promotion & Disease Prevention										
1. Describe the characteristics of a healthy person		X		X			Free verbal response, check list, teacher observation	X	X	
2. Discuss germs ways to prevent the spread of common communicable disease.	X	X		X	X		Free verbal response, check list	X	X	
3. Discuss disease prevention and ways to avoid disease		X		X	X		Free verbal response	X	X	
4. Identify health workers	X			X	X		Free verbal response	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Discuss wearing proper types of clothing with regards to weather, temperature and activity	X	X		X	X		Free verbal response	X	X	
6. Discuss the importance of immunizations	X	X		X			Free verbal response	X		
Injury/Violence Prevention & Safety										
1. Recite necessary and basic information that should be communicated in an emergency (e.g. license plate number)	X	X		X			Free verbal response, teacher observation	X		
2. Demonstrate strategies to use when lost	X			X		X	Teacher observation, free verbal response		X	
3. List the reasons for observing safety rules at home, school, work, or play	X	X		X		X	Teacher observation, free verbal response, assessment of individual response	X		X
4. List and practice safety rules to follow in a variety of situations (e.g. latchkey, strangers, keeping doors locked when home alone)	X	X		X		X	Assessment of individual response, free verbal response	X		X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Describe and demonstrate ways to go to and from school safely	X			X			Teacher observation, free verbal response, assessment of individual response	X	X	
6. Choose appropriate clothing for season	X	X		X		X	Teacher observation, free verbal response		X	
7. Discuss dangers of playing with fire	X	X		X	X		Free verbal response			X
8. List safe and unsafe uses of electricity	X			X		X	Check list, flash cards, teacher observation	X		X
9. List steps to be taken if a person is touched in a way that makes them feel uncomfortable		X				X	Check list, free verbal response	X		X
10. Identify the potential danger of firearms	X	X		X	X		Free verbal response	X	X	
11. Demonstrate the correct emergency drill procedures for school and home	X	X		X	X		Teacher observation	X	X	
Mental & Emotional Health										
1. Realize that everyone makes mistakes and that you can learn from mistakes	X			X	X		Free verbal response, teacher observation, assessment of individual response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Discuss the necessity for rules and differentiate between acceptable and unacceptable behavior	X	X		X	X		Free verbal response, teacher observation		X	
3. Describe the pros and cons of belonging to a group and what it feels like to be included or excluded	X			X	X		Free verbal response, teacher observation	X	X	
4. Identify the effects of emotions on the body	X	X		X			Free verbal response	X		
5. Learn to respect others rights and property	X			X	X		Free verbal response, teacher observation	X	X	
6. Describe positive qualities in themselves and others	X	X		X	X		Free verbal response, check list project	X	X	
7. List adults who can provide assistance	X	X		X	X		Free verbal response, check list		X	
8. Recognize they and others are unique and worthwhile both physically and emotionally	X			X	X		Free verbal response project	X	X	
Nutrition										
1. Explain the importance of breakfast	X	X		X			Free verbal response	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Trace food from origin to table and introduce procedure for storage				X		X	Flash cards, paper and pencil task, free verbal response		X	
3. Recognize the need for food variety and include emphasis on vegetables and fruits	X			X			Free verbal response	X		
4. Recognize how food and water help the body grow	X	X		X			Free verbal response	X	X	
5. Demonstrate lunchroom manners	X			X	X		Teacher Observation	X	X	
6. Discuss the food pyramid and select favorite foods	X	X		X			Flash cards, free verbal response	X	X	
Relationships, Manners and Family Health										
1. Is respectful, speaks clearly and knows how to introduce self and others. Shakes hands and doesn't interrupt.	X	X		X	X		Teacher observation	X	X	
2. Discuss the idea that all living things come from living things and that they grow, change and die	X			X	X		Verbal response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Discuss ways families are unique and special. Knows how to address adults with respect.	X	X		X	X		Verbal response, project	X	X	
4. Identify the different roles and responsibilities children have in the family and classroom	X	X		X	X		Free verbal response	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Alcohol, Tobacco, and Other Drugs										
1. Understand rules for safe use of medicine and drugs	X	X	X	X			Check list, teacher observation	X		
2. Identify poison symbols	X	X			X		Flash cards, free verbal response, check list	X		
3. Examine the effects of alcohol and tobacco on the body		X		X	X		Student self-evaluation, assessment of group response, free verbal response		X	X
4. Assess the impact of drug use or abuse on the individual, the family, and the community	X			X	X		Free verbal response, student self-evaluation, assessment of group response, student self-evaluation, assessment of individual response	X	X	
5. Learn beginning refusal skills	X			X			Role play, free verbal response	X	X	
Community and Environmental Health										
1. Identify sources of air, water, and noise pollution		X		X			Free verbal response	X		
2. Learn how to reduce, reuse and recycle	X	X		X			Check list, student self-evaluation, assessment of group response, student self-evaluation, assessment of individual response		X	

Skills-Based Scope and Sequence Guide
K-6 Health Education

Subject: Alcohol, Tobacco and Other Drugs

Grade Level: Kindergarten

1. Recognize the relationship between drugs and medicines
2. Identify poison symbols
3. Discuss medicine safety

Grade Level: First

1. Define the word drug
2. Discuss the effects of drugs on the body (emphasize alcohol and tobacco)
3. List common household substances that are poisonous
4. Discuss the terms drug abuse and drug misuse

Grade Level: Second

1. Understand rules for safe use of medicine and drugs
2. Identify poison symbols
3. Examine the effects of alcohol and tobacco on the body
4. Assess the impact of drug use or abuse on the individual, the family, and the community
5. Learn beginning refusal skills

Grade Level: Third

1. Differentiate between medicine, prescriptions, and over the counter drugs
2. Discuss the effects of stimulants, depressants and inhalants on the body
3. Learn the effects of cigarettes, second hand smoke, and smokeless tobacco on the body
4. Learn the harmful effects of drinking alcohol
5. Practice refusal skills

Grade Level: Fourth

1. Recognize alternative to medicines and drug use that can enhance well-being
2. Describe the emotional and physical effects of alcohol, tobacco and other drugs on the individual
3. Examine the impact of chemical dependency on individual and family

4. Identify individuals who can provide help with problems related to alcohol, tobacco and other drugs
5. Practice refusal skills

Grade Level: Fifth

1. Evaluate advertising techniques for alcohol and tobacco products
2. Demonstrate helpful strategies for dealing with social pressures to use drugs
3. Recognize the legal consequences of use, purchase and possession of drugs
4. Illustrate the impact that use and abuse of alcohol, tobacco and other drugs has on the individual, family and the community
5. Apply the components of the decision making process to drug use or nonuse situation
6. Identify individuals and organizations who can provide help with problems related to alcohol, tobacco, and substance abuse

Grade Level: Sixth

1. Evaluate the impact advertising has on personal decision making
2. Describe and analyze the effects alcohol, tobacco and other drug use has on physical, mental and social health
3. Develop a personal plan to positively confront social pressures related to use of tobacco, alcohol, and other drugs
4. Recognize alcohol, tobacco and other drug dependencies as treatable conditions and identify resources for help

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Subject: Community and Environmental Health

Grade Level: Kindergarten

1. List ways to make play and work areas safe and clean
2. Name products which can be recycled and reasons for doing so
3. Name community and environmental workers

Grade Level: First

1. Define environment and community
2. Describe the characteristics of a healthy community
3. Identify hazards in the home and the community
4. Participate in a program aimed at reducing litter in school and the community
5. Identify ways to use water wisely
6. Identify sources of energy

Grade Level: Second

1. Identify sources of air, water, and noise pollution
2. Learn how to reduce, reuse and recycle
3. List personal actions that affect your environment in a positive way
4. Explain how energy is used in the home
5. Identify the roles and responsibilities of community and environmental workers
6. Practice ways to make play and work areas safe and clean

Grade Level: Third

1. Cite examples of how people in the community work together to solve health problems
2. Identify ways to assist health agencies in the promotion of community and environmental health
3. Describe ways environment affects health status
4. Participate in community projects that promote and protect the environment
5. List ways to conserve energy
6. List ways to incorporate recycling into your life
7. Describe characteristics of a healthful environment

Grade Level: Fourth

1. Identify characteristics of a healthy environment
2. Describe community facilities and procedures that insure safe water supplies and sanitary trash and sewage disposal
3. List health problems associated with water pollution
4. Identify and discuss individual and community responsibilities for the prevention and control of environmental problems

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5. Investigate effects of recycling on community and environmental health

Grade Level: Fifth

1. Discuss current community health issues
2. Describe personal and family activities which influence community health
3. Explain the relationship between population and land use
4. List the sources of and methods for dealing with solid waste
5. Demonstrate an appreciation of the beauty and importance of natural resources and their impacts on human health
6. Predict environmental changes that will be caused by increasing populations

Grade Level: Sixth

1. Describe the major roles volunteer agencies and organizations play in community health
2. Volunteer and participate in a community health project
3. Describe ways in which improving the environment can enhance physical, mental, and social health
4. Illustrate the impact humans have on local, state, national and global environments
5. Discuss current environmental issues and forecast possible changes in the next decade

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Subject: Consumer Health

Grade Level: Kindergarten

1. Identify health products
2. Identify health workers
3. Identify kinds and causes of pollution

Grade Level: First

1. Name health products
2. Identify commercials and advertising
3. Identify ways to be safe consumer of health products
4. Recognize roles of health workers

Grade Level: Second

1. Discuss the reasons for advertisements
2. Recognize influence of T.V. on choices of food and other products
3. Identify age appropriate health care items
4. Identify community health workers and their roles

Grade Level: Third

1. Identify common techniques in advertising for kids
2. Evaluate accuracy of product claims in advertising
3. Know how to read and follow directions on product labels
4. Explore various health care careers

Grade Level: Fourth

1. Identify various reliable sources of health information and services
2. Compare product labels for health and cost benefits

Grade Level: Fifth

1. Analyze information and claims about products and services
2. Explain how information on labels can be used in selecting health products
3. Recognize that health career options are open to all

Grade Level: Sixth

1. Recognize and examine the individual influences that impact the selection and use of health information, products and services
2. Know your rights as a consumer
3. Formulate a consumer complaint

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Subject: Fitness and Personal Health

Grade Level: Kindergarten

1. Identify major body parts
2. Identify the five senses
3. Show proper coverage of sneezes and coughs
4. Learn proper dental hygiene
5. Discuss importance of exercise and physical activity
6. Discuss proper handwashing and sanitary procedures for public restroom use
7. Be introduced to the components of good sportsmanship (eg. Sharing and taking turns)

Grade Level: First

1. Demonstrate proper dental hygiene
2. Develop personal responsibility for grooming and cleanliness
3 Know the importance of good sleep habits
4. Learn how exercise affects the body
5. Learn the meaning of good sportsmanship

Grade Level: Second

1. Take personal responsibility for daily health habits
2. Recognize the actions to take when not feeling well
3. Know the benefits of exercise and physical activity
4. Know the benefits of good sportsmanship

Grade Level: Third

1. Demonstrate proper dental hygiene that prevents dental disease
2. Identify parts of the skeletal and muscular systems
3. Recognize the importance of cardiovascular fitness
4. List components of fitness (e.g. strength, flexibility, endurance)
5. Demonstrate good sportsmanship
6. Demonstrate personal responsibility for grooming and cleanliness

Grade Level: Fourth

1. Practice daily health habits
2. Recognize physical stress
3. Identify activities that will encourage a healthful lifestyle
4. Understand the difference between aerobic and anaerobic exercise
5. Demonstrate cooperation in individual and group activities
6. Practice good sportsmanship through respecting individual differences

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7. Explain the relationship between injury prevention and principles of warming-up and cooling-down

Grade Level: Fifth

1. Recognize the effects of individual growth on social, mental, physical and emotional well-being
2. Identify how exercise impacts stress
3. Investigate functions of all body systems
4. Plan an exercise activity that includes a warm-up and cool-down

Grade Level: Sixth

1. Evaluate personal health practices
2. Develop a personal fitness plan
3. Learn how to deal with stress through positive health
4. Model good sportsmanship through peer education activities

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Subject: Health Promotion & Disease Prevention

Grade Level: Kindergarten

1. Discuss feeling well and feeling sick
2. Discuss germs and the way they are spread
3. Identify how cleanliness and other good health habits will help prevent disease
4. Discuss wearing proper types of clothing with regards to weather, temperature and activity
5. Discuss the importance of immunizations

Grade Level: First

1. Describe the characteristics of a healthy person
2. Discuss germs and ways to prevent the spread of common communicable diseases
3. Discuss disease prevention and ways to avoid disease
4. Identify health workers
5. Discuss wearing proper types of clothing with regards to weather, temperature and activity
6. Discuss the importance of immunizations

Grade Level: Second

1. Review behaviors that help prevent disease and encourage well-being (e.g. covering mouth when sneezing, coughing, or washing hands)
2. Discuss bacteria and viruses, including HIV, as causes for disease
3. Differentiate between communicable and non-communicable diseases
4. Recognize symptoms of common illnesses

Grade Level: Third

1. Identify habits that may increase the risk of disease and/or infection (e.g. sharing combs, water bottles, earrings, blood brothers)
2. Identify ways a person can prevent or lower the risk of disease (e.g. washing hands prior to meals and after using bathroom)
3. Identify the immune system and its function
4. Define HIV/AIDS as a disease and dispel myths
5. Name common medical equipment used in health check-ups
6. Explore the duties and responsibilities of health workers

Grade Level: Fourth

1. Identify the relationship between personal behavior and health or illness
2. List the role and relationship of self, parent, friends and health care professionals in disease prevention and health promotion
3. Explain the relationship between the human immune system and the disease process

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4. Show how HIV/AIDS affects the immune system
5. Develop understanding for others with terminal diseases or illnesses
6. Identify ways a person can prevent or lower their risk of heart disease and cancer

Grade Level: Fifth

1. Explain the process of communicable disease transmission
2. Describe personal and social factors that motivate their health behavior
3. Identify the early warning signals for heart disease and cancer
4. Discuss the emotional impact of illness (HIV/AIDS, terminal illnesses)

Grade Level: Sixth

1. Explain the relationship between the immune system and the disease process
2. Identify transmission and prevention of HIV/AIDS
3. List the leading causes of death
4. Discuss the impact a terminal or debilitating disease has on the family structure
5. Develop a personal health plan to minimize their risk of disease
6. Explore health field careers

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Subject: Injury/Violence Prevention & Safety

Grade Level: Kindergarten

1. Recite name, address and phone number
2. Know when to dial 911 or 0 for an emergency
3. Explain procedure to follow when lost
4. Identify hazards and safety rules from home, school, bus, auto and pedestrian
5. Name proper safety equipment and its importance (helmets, safety belts)
6. Identify basic safety signs and signals
7. Demonstrate correct emergency drill procedures for school and home (e.g. fire, earthquake)
8. Identify the potential danger of firearms
9. Identify appropriate and inappropriate physical and verbal actions towards others (e.g. bullying, harassing, touching)
10. Name safety workers in the community

Grade Level: First

1. Recite necessary and basic information that should be communicated in an emergency (e.g. license plate number)
2. Demonstrate strategies to use when lost
3. List the reasons for observing safety rules at home, school, work or play
4. List and practice safety rules to follow in a variety of situations (e.g. latchkey, strangers, keeping doors locked when home alone)
5. Describe and demonstrate ways to go to and from school safely
6. Choose appropriate clothing for the season
7. Discuss dangers of playing with fire
8. List safe and unsafe uses of electricity
9. List steps to be taken if a person is touched in a way that makes them feel uncomfortable
10. Identify the potential danger of firearms
11. Demonstrate the correct emergency drill procedures for school and home

Grade Level: Second

1. Identify first aid techniques for common childhood injuries
2. List water safety rules and precautions for bodies of water including ice
3. Discuss fire, earthquake and other emergency safety procedures
4. List reasons for following safety rules and the importance of safety personnel in various situations: traffic, pedestrian, fire, water, automobile, bicycles, home and if one is lost
5. Describe the potential danger of firearms
6. List and explain safety procedures needed in special situations (e.g. strngers, bullying, being alone)
7. Discuss appropriate playground behavior and anger management

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8. Discuss age appropriate T.V. programming

Grade Level: Third

1. Describe and demonstrate first aid techniques for common childhood injuries
2. List rules for traffic safety, including use of protective equipment (e.g. helmets, elbow pads, knee pads)
3. Review importance for the laws and regulations regarding safety
4. Distinguish between television fantasy and real life
5. Review the potential danger of firearms
6. Identify appropriate and inappropriate kinds of physical contact
7. Demonstrate safe telephone communication skills
8. Discuss the various types of peer groups (scouts, clichés, gangs, teams, clubs)
9. Define and discuss gang membership
10. Demonstrate steps to follow for accidental poisoning

Grade Level: Fourth

1. Explain basic first aid procedures for bleeding, resuscitation, poisons and burns
2. Develop a list of telephone numbers for emergency contacts
3. Review basic rules for bicycle and pedestrian safety
4. Describe safety procedures for age appropriate recreational activities
5. Compare appropriate and inappropriate kinds of physical contact and how to report incidence
6. Identify effective steps to conflict resolution
7. Identify T.V. and other media violence and it's impact on youth
8. Discuss gangs and their relationship to criminal activity

Grade Level: Fifth

1. Identify and list safety procedures for life threatening situations
2. Learn the Heimlich maneuver and review basic first aid procedures
3. Develop a plan for improving the safety for the home, neighborhood, and school
4. Develop fire escape plan for home
5. Discuss violence and violent behavior and personal protection strategies
6. Define different types of abuse and community resources that help the abused and abuser
7. Model effective conflict resolution
8. Review the laws and regulations regarding gun safety

Grade Level: Sixth

1. Describe and practice appropriate skills in controlling bleeding, treating for shock, fractures, dislocations, burns and heart attacks
2. Identify human factors that cause accidents

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3. Identify proper rules and regulations for gun safety
4. Review safety procedures for home, school and neighborhood
5. List types of harassment and possible remedies
6. Identify alternative activities to high risk behaviors of adolescence

Subject: Mental and Emotional Health

Grade Level: Kindergarten

1. Demonstrate acceptable and unacceptable behavior
2. Recognize themselves as unique and worthwhile
3. Identify that each person experiences a variety of feelings and moods
4. Describe positive ways to express feelings
5. Describe how helping others makes one feel better about oneself
6. Name reasons for the importance of making wise and responsible choices
7. Identify those adults who can provide assistance

Grade Level: First

1. Realize that everyone makes mistakes and that you can learn from mistakes
2. Discuss the necessity for rules and differentiate between acceptable and unacceptable behavior
3. Describe the pros and cons of belonging to a group and what it feels like to be included or excluded
4. Identify the effects of emotions on the body
5. Learn to respect others rights and property
6. Describe positive qualities in themselves and others
7. List adults who can provide assistance
8. Recognize they and others are unique and worthwhile both physically and emotionally

Grade Level: Second

1. Discuss each person's need for time with others and time alone
2. Identify consequences for one's behavior
3. Define stress and its sources
4. Discuss similarities and differences among people
5. Recognize oneself as worthy and important (family, peers and school)
6. Identify acceptable ways to deal with unpleasant emotions
7. Discuss the roles of relationships and friends
8. Identify trusting adults who can provide assistance

Grade Level: Third

1. Discuss responsible decision-making
2. Identify and practice refusal skills
3. Develop plans and demonstrate behaviors that will reduce stress
4. Identify ways bragging and put-downs affect one's physical, mental and social health
5. Identify positive assertive behavior
6. Identify ways to improve self-concept, self-esteem and body image
7. Describe how one's behavior can be helpful or harmful to various individuals

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8. Identify ways in which physical health affects emotions
9. List behaviors that contribute to and support group membership

Grade Level: Fourth

1. Model refusal skills
2. Identify positive ways to manage stress
3. Analyze how a person's self-esteem can be influenced by the actions of others
4. Demonstrate respect for others feelings, rights and property
5. Apply communication skills effectively to promote better interpersonal relations
6. Recognize the impact emotions have on decision making
7. Demonstrate active listening skills

Grade Level: Fifth

1. Identify problem areas and develop effective coping skills
2. Describe peer pressure and demonstrate 3 refusal techniques
3. Identify and demonstrate ways to communicate effectively with peers, parents and other adults
4. Identify personal strengths and weaknesses
5. Discuss elementary to intermediate/middle school transition issues
6. Identify behaviors that help develop and maintain friendships
7. Identify how personal traits effect the dynamics of a group
8. Identify resources for help/support for themselves and others

Grade Level: Sixth

1. Demonstrate constructive ways to deal with anger
2. Demonstrate skills in positive conflict resolution
3. Discuss the importance of your selection of friends and how they influence your behavior
4. Demonstrate steps to take for seeking help/support for themselves and others
5. Discuss self-destructive behavior, depression and mood changes

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Subject: Nutrition

Grade Level: Kindergarten

1. Explain the importance of breakfast
2. Identify the food groups (pyramid)
3. Recognize how food and water help the body grow

Grade Level: First

1. Explain the importance of breakfast
2. Trace food from origin to table
3. Recognize the need for food variety
4. Recognize how food and water help the body grow
5. Demonstrate lunchroom manners
6. Discuss the food pyramid and select favorite foods

Grade Level: Second

1. Choose a nutritional snack
2. Identify your own food choices and list corresponding food groups
3. Trace the path of the digestive system
4. Describe ways the body uses and stores energy
5. Recognize that all foods can fit in a balanced diet

Grade Level: Third

1. Identify food nutrients and their sources
2. Identify how food choices affect the body
3. Discuss possible effects of excess amounts of sugar, fat and salt to one's diet
4. Identify the function of each part of the digestive system
5. Recognize the influence others have on our food choices (family, peers, culture)
6. Choose a nutritional breakfast

Grade Level: Fourth

1. Recognize sources and importance of fiber and nutrients
2. Learn to read product labels
3. Recognize food facts and fallacies
4. Discuss the influence of food advertising on our choices
5. Identify the food guide pyramid, RDA and serving sizes
6. Review digestive system and its function
7. Develop a nutritious meal

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Grade Level: Fifth

1. Compare fast food options for nutritional value
2. Compare product labels to nutritional guidelines
3. Collect and discuss examples of food advertisements
4. Develop a daily menu

Grade Level: Sixth

1. Calculate caloric intake vs. caloric expenditure
2. Recognize consequences of a poorly balanced diet
3. Examine and evaluate the effects of advertising on food choices
4. Compare product labels to product advertising
5. Understand impact of nutrition on student performance
6. Compare and analyze fast food options in your diet
7. Define disordered eating behaviors (eating disorders, compulsive dieter, compulsive over eating)

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Subject: Relationships and Family Health

Grade Level: Kindergarten

1. Appreciate their own bodies
2. Identify ways to be a good friend
3. Recognize that everyone is unique
4. Identify different roles and responsibilities of each family member
5. List ways families change
6. Demonstrate ways to show respect for self and others
7. Express their feelings and show affection appropriately

Grade Level: First

1. Express their feelings and show affection appropriately
2. Discuss the idea that all living things come from living things and that they grow, change and die
3. Discuss ways families are unique and special
4. Identify the different roles and responsibilities children have in the family

Grade Level: Second

1. Discuss the right of every person to accept or reject affection (e.g. personal space)
2. Develop coping skills to deal with conflict situations
3. Identify the importance of respect for self and others
4. Identify how a cell grows in relation to human development
5. Identify those adults and peers who can assist in handling conflict

Grade Level: Third

1. Interact with both genders in respectful and appropriate ways
2. Discuss changes in feelings that occur as we grow
3. Discuss how the choice of friends influences decision-making
4. Discuss the stages of the human life cycle
5. Discuss the role of heredity in determining what someone looks like
6. Discuss changes and growth within a family

Grade Level: Fourth

1. List the physical, social and emotional similarities and differences between boys and girls
2. Discuss how personal behavior affects family, friends and others
3. List characteristics of being responsible and having responsible friends
4. Discuss puberty and the changes that occur
5. Describe interrelationship and interdependence of body systems
6. Describe how human reproduction is a part of the life cycle

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7. Describe the influence heredity plays on growth and development
8. Discuss the major structures and functions of the endocrine system

Grade Level: Fifth

1. List factors in healthy relationships
2. Discuss how puberty affects the social and emotional interactions with others
3. Recognize family influences on health choices
4. Describe how puberty effects the body and learn the reproductive systems and menstruation cycle

Grade Level: Sixth

1. Examine family structures and the roles of families
2. Examine how hormonal changes influence physical development, mood and behavior
3. Discuss the added responsibilities in growing up
4. Apply basic decision making and peer refusal skills to sexual and other risk taking behaviors
5. Identify and evaluate alternative strategies that may be used within families to resolve conflict
6. Recognize that aging and death are a natural part of the life cycle

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Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. List personal actions that affect your environment in a positive way	X			X		X	Check list, free verbal response	X		
4. Explain how energy is used in the home	X	X		X	X		Free verbal response, paper and pencil task, student self-evaluation, assessment of group response, student self-evaluation, assessment of individual response		X	
5. Identify the roles and responsibilities of community and environmental health workers	X			X			Free verbal response, check list, paper and pencil task		X	
6. Practice ways to make play areas safe and clean	X	X		X	X		Teacher observation, studnet self evaluation, assessment of individual response		X	
Consumer Health										
1. Discuss the reasons for advertisements		X			X		Free verbal response, student self-evaluation, assessment of group response	X		
2. Recognize influence of T.V. on choices of food and other products	X			X			Free verbal response		X	X
3. Identify age appropriate health care items	X			X			Check list, free verbal response	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Identify community health workers and their roles		X		X			Check list, free verbal response, teacher observation	X		
Fitness and Personal Health										
1. Take personal responsibility for daily health habits	X	X		X		X	Teacher observation, student self-evaluation		X	
2. Recognize the actions to take when not feeling well	X			X			Teacher observation, check list, student self-evaluation	X		
3. Know the benefits of exercise and physical activity		X		X			Free verbal response, check list	X		
4. Know the benefits of good sportsmanship		X	X	X	X	X	Teacher observation, student self-evaluation	X	X	
Health Promotion and Disease Prevention										
1. Review behaviors that help prevent disease and encourage well-being (e.g. covering mouth when sneezing, coughing, or washing hands)		X		X			Free verbal response, check list, paper and pencil task, free written response	X		
2. Discuss bacteria and viruses, including HIV, as causes for disease		X			X		Free verbal response		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Differentiate between communicable and non-communicable diseases, bacteria and viruses		X	X		X		Free verbal response, paper and pencil task	X		
4. Recognize symptoms and causes of common illnesses	X			X			Flash cards, paper and pencil task	X		
Injury, Violence Prevention and Safety										
1. Identify first aid techniques for common childhood injuries	X			X			Free verbal response, check list, student self-evaluation, assessment of individual response	X		
2. List water safety rules and precautions for bodies of water including ice	X			X		X	Check list, free verbal response, paper and pencil task	X		
3. Discuss fire, earthquake and other emergency safety procedures		X			X		Teacher observations		X	
4. List reasons for following safety rules and the importance of safety personnel in various situations: traffic, pedestrian, fire, water, automobile, bicycles, home and if one is lost		X				X	Free verbal response, check list, self evaluation	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Describe the potential danger of firearms	X			X			Free verbal response, paper and pencil task	X	X	
6. List and explain safety procedures needed in special situations (e.g. strangers, bullying, being alone)		X				X	Check list, free verbal response	X	X	
7. Discuss appropriate playground behavior & anger management	X			X	X		Free verbal response, student self-evaluation, assessment of group response		X	X
8. Discuss age appropriate T.V. programming	X			X			Free verbal response	X	X	
Mental and Emotional Health										
1. Discuss each person's need for time with others and time alone	X			X	X		Free verbal response, teacher observation	X	X	
2. Identify consequences for one's behavior	X	X		X	X		Free verbal response, check list	X	X	
3. Define stress and its sources	X			X			Paper and pencil task, free verbal response	X		
4. Discuss similarities and differences among people	X				X		Free verbal response, free written response, paper and pencil task			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Recognize oneself as worthy and important (family, peers, and school)		X		X			Teacher observation, free verbal response		X	
6. Identify acceptable ways to deal with unpleasant emotions	X			X			Free verbal response, paper and pencil task, teacher observation	X		
7. Discuss the roles of relationships and friends	X	X		X	X		Free verbal response, free written response			
8. Identify trusting adults who can provide assistance	X	X		X	X		Free verbal response, student self-evaluation, assessment of group response		X	
Nutrition										
1. Choose a nutritional snack		X	X	X	X	X	Student self-evaluation, assessment of group response		X	X
2. Identify your own food choices and list corresponding food groups	X			X			Check list, free written response	X		
3. Trace the path of the digestive system	X					X	Student self-evaluation, assessment of individual response, student self-evaluation, assessment of group response, paper and pencil task	X	X	
4. Describe ways the body uses and stores energy	X				X		Student self-evaluation, assessment of individual response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Recognize that all foods can fit in a balanced diet	X			X	X		Group project, individual project, free verbal response	X		
Relationships, Manners and Family Health										
1. Discuss the right of every person to accept or reject affection (e.g. personal space)	X			X			Teacher observation, free verbal response	X		
2. Develop coping skills to deal with conflict situations		X			X		Free verbal response, teacher observations	X	X	
3. Identify the importance of respect for self and others and of manners, i.e. how to shake hands	X			X			Free verbal response, free written response, student self-assessment	X	X	
4. Identify how a cell grows in relation to human development	X		X				Free written response, paper and pencil table	X		
5. Identify those adults and peers who can assist in handling conflict	X			X			Check list, free verbal response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Alcohol, Tobacco, and Other Drugs										
1. Differentiate between medicine, prescriptions, and over the counter drugs		X			X		Free verbal response, student self evaluation, paper and pencil task	X		
2. Discuss the effects of stimulants, depressants, and inhalants on the body	X			X	X		Free verbal response		X	
3. Learn the effects of cigarettes, second hand smoke, and smokeless tobacco on the body		X	X	X			Free verbal response, check list		X	
4. Learn the harmful effects of drinking alcohol		X		X			Free verbal response, check list		X	
5. Practice refusal skills		X				X	Teacher observation, free verbal response		X	
6. Demonstrate steps to follow for accidental poisoning	X			X	X		Check list, free verbal response	X	X	
Community and Environmental Health										
1. Cite examples of how people in the community work together to solve health problems	X			X			Check list, free verbal response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Identify ways to assist health agencies in the promotion of community and environmental health		X		X			Check list, free verbal response, assessment of a group project	X		
3. Describe ways environment affects health status	X			X		X	Free verbal response, paper and pencil task		X	
4. Participate in community projects that promote and protect the environment	X			X		X	Assessment of a group project, assessment of an individual project		X	
5. List ways to conserve energy	X	X		X		X	Free written response	X		
6. List ways to incorporate recycling into your life		X				X	Free verbal response, free written response, check list	X		
7. Describe characteristics of a healthful environment		X				X	Free verbal response, free written response, check list	X		
Consumer Health										
1. Identify common techniques in advertising for kids		X		X			Free verbal response, assessment of a group project	X		
2. Evaluate accuracy of product claims in advertising	X			X	X		Check list, free verbal response, assessment of an individual project, assessment of a group project		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Know how to read and follow directions on product labels		X	X	X			Free verbal response, free written response		X	
4. Explore various health care careers		X	X		X		Assessment of an individual project, assessment of a group project, check list	X	X	
Fitness and Personal Health										
1. Demonstrate proper dental hygiene that prevents dental disease		X	X			X	Teacher observation, free verbal response		X	
2. Identify parts of the skeletal and muscular systems		X		X			Free verbal response, check list	X		
3. Recognize the importance of cardiovascular fitness		X		X			Free written response, check list	X		
4. List components of fitness (e.g. strength, flexibility, endurance)	X			X		X	Free verbal response, check list	X		
5. Demonstrate good sportsmanship		X	X	X		X	Teacher observation		X	X
6. Demonstrate personal responsibility for grooming and cleanliness.	X			X	X		Teacher observation, self-evaluation		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Health Promotion and Disease Prevention										
1. Identify habits that may increase the risk of disease and/or infection (eg. sharing combs, water bottles, earrings, blood brothers)	X			X			Free verbal response, check list, paper and pencil task, free written response	X	X	
2. Identify ways a person can prevent or lower the risk of disease (eg. washing hands prior to meals and after using bathroom)		X		X			Check list, free verbal response, paper and pencil task	X	X	
3. Identify the immune system and its function	X			X			Assessment of an individual project, free verbal response, check list	X		
4. Define HIV/AIDS as a disease and dispel myths		X		X			Assessment of an individual project, free written response	X		
5. Name common medical equipment used in health check-ups	X			X			Check list, free verbal response	X		
6. Explore the duties and responsibilities of health workers	X			X	X		Assessment of a group project, assessment of an individual project, check list		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Injury, Violence Prevention and Safety										
1. Describe and demonstrate first aid techniques for common childhood injuries		X		X			Free written response, paper and pencil task		X	
2. List rules for traffic safety, including use of protective equipment (eg. helmets, elbow pads, knee pads)	X	X		X		X	Free written response, paper and pencil task	X		
3. Review importance for the laws and regulations regarding safety	X			X		X	Teacher observation, free verbal response		X	
4. Distinguish between television fantasy and real life	X			X	X		Free verbal response, free written response	X	X	
5. Review the potential danger of firearms		X	X	X	X		Group project: free written response		X	
6 Identify appropriate and inappropriate kinds of physical contact		X		X			Free verbal response, check list, paper and pencil task	X		
7. Demonstrate safe telephone communication skills	X			X	X		Teacher observation, free verbal response	X	X	
8 Discuss the various types of peer groups (scouts, cliches, gangs, teams, clubs)	X			X			Group discussion, listing	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Define and discuss gang membership	X		X				Group discussion	X	X	
10. Demonstrate steps to follow for accidental poisoning	X	X		X	X		Teacher observation	X	X	
Mental and Emotional Health										
1. Discuss responsible decision-making		X			X		Free verbal response	X	X	
2. Identify and practice refusal skills	X			X			Free verbal response, assessment of an individual project, assessment of a group project	X	X	
3. Develop plans and demonstrate behaviors that will reduce stress	X	X		X	X	X	Assessment of a group project, assessment of individual project, paper and pencil task		X	X
4. Identify ways bragging and put-downs affect one's mental and social health	X			X			Assessment of a group project, Assessment of individual project, free verbal response	X		
5. Identify positive assertive behavior	X			X			Assessment of individual project, assessment of a group project, free verbal response	X		
6. Identify ways to improve self-concept, self-esteem and body image		X		X			Assessment of an individual project, paper and pencil task		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Describe how one's behavior can be helpful or harmful to various individuals		X		X			Assessment of a group project, paper and pencil task		X	
8. Identify ways in which physical health affects emotions	X	X		X			Free verbal response, free written response, check list	X		
9. List behaviors that contribute to and support group membership		X				X	Free verbal response, assessment of a group project, check list	X		
Nutrition										
1. Identify food nutrients and their sources	X			X			Paper and pencil task, free verbal response, check list	X		
2. Identify how food choices affect the body	X			X			Paper and pencil task, free verbal response, assessment of an individual project	X		
3. Discuss possible effects of excess amounts of sugar, fat and salt to one's diet	X			X	X		Assessment of an individual project, assessment of a group project, paper and pencil task, free verbal response		X	
4. Identify the function of each part of the digestive system		X		X			Paper and pencil task, free verbal response, assessment of an individual project	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Recognize the influence others have on our food choices (family, peers, culture)		X		X			Assessment of a group project, free verbal response		X	
6. Choose a nutritional breakfast	X	X		X	X		Group project, individual project	X	X	
Relationships, Manners and Family Health										
1. Interact with both genders in respectful and appropriate ways (eg. manners, etiquette)	X	X		X		X	Teacher observation		X	
2. Discuss changes in feelings that occur as we grow	X			X	X		Free verbal response	X		
3. Discuss how the choice of friends influences decision making	X			X	X		Free verbal response, assessment of a group project, free written response	X		
4. Discuss the stages of the human life cycle	X			X	X		Free verbal response, free written response, paper and pencil task	X		
5. Discuss the role of heredity in determining what someone looks like	X			X	X		Free verbal response, free written response, paper and pencil task		X	
6. Discuss changes and growth within a family		X			X		Free verbal response, paper and pencil task	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Alcohol, Tobacco and Other Drugs										
1. Recognize alternatives to medicines and drug use that can enhance well-being	X			X			Free verbal response assessment of a group project	X	X	
2. Describe the emotional and physical effects of alcohol, tobacco and other drugs on the individual		X	X		X		Paper and pencil task, free verbal response, free written response		X	
3. Examine the impact of chemical dependency on individual and family		X			X		Assessment of a group project, assessment of an individual project, free written response	X	X	
4. Identify individuals who can provide help with problems related to alcohol, tobacco and other drugs	X			X			Paper and pencil task, free written response	X		
5. Practice refusal skills			X				Teacher observation		X	X
Community and Environmental Health										
1. Identify characteristics of a healthy environment		X	X	X			Free verbal response, paper and pencil task, check list	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Describe community facilities and procedures that insure safe water supplies and sanitary trash and sewage disposal	X					X	Free written response, free verbal response, paper and pencil task	X	X	
3. List health problems associated with water pollution		X				X	Assessment of a group project, paper and pencil task, check list	X		
4. Identify and discuss individual and community responsibilities for the prevention and control of environmental problems	X			X			Assessment of a group project, assessment of an individual project		X	
5. Investigate effects of recycling on community and environmental health		X			X		Free verbal response, assessment of an individual project, assessment of a group project		X	
Consumer Health										
1. Identify various reliable sources of health information and services		X		X			Check list, free verbal response, paper and pencil task	X		
2. Compare product labels for health and cost benefits		X	X	X	X	X	Paper and pencil task, free verbal response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Fitness/Personal Health										
1. Practice daily health habits		X	X			X	Free verbal response, teacher observation		X	
2. Recognize physical stress	X			X			Free verbal response	X		
3. Identify activities that will encourage a healthful lifestyle	X	X		X			Free written response, assessment of an individual project	X		
4. Understand the difference between aerobic and anaerobic exercise	X			X	X		Assessment of an individual project, free verbal response	X		
5. Demonstrate cooperation in individual and group activities		X				X	Assessment of an individual project, assessment of a group project, teacher observation		X	
6. Practice good sportsmanship through respecting individual differences		X	X	X	X		Teacher observation, self-evaluation	X	X	
7. Explain the relationship between injury prevention and principles of warming-up and cooling-down	X			X	X		Individual verbal response, individual written response		X	
Health Promotion and Disease Prevention										
1. Identify the relationship between personal behavior and health or illness		X	X	X			Free verbal response, free written response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. List the role and relationship of self, parent, friends and health care professionals in disease prevention and health promotion		X				X	Check list, free verbal response, paper and pencil task	X	X	
3. Explain the relationship between the human immune system and the disease process		X				X	Paper and pencil task, free verbal response, free written response	X	X	
4. Show how HIV/AIDS affects the immune system	X			X		X	Paper and pencil task, free verbal response, assessment of an individual project, assessment of a group project	X		
5. Develop understanding for others with terminal diseases or illnesses	X			X		X	Teacher observation, free verbal response	X	X	
6. Identify ways a person can prevent or lower their risk of heart disease and cancer	X			X	X		Listing, free verbal response		X	
Topic: Injury, Violence Prevention and Safety										
1. Explain basic first aid procedures for bleeding, resuscitation, poisons and burns		X		X			Paper and pencil task, teacher observation	X	X	
2. Develop a list of telephone numbers for emergency contacts	X			X	X		Check list, free written response		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Review basic rules for bicycle and pedestrian safety		X	X	X			Assessment of an individual project, free verbal response	X		
4. Describe safety procedures for age appropriate recreational activities	X			X			Assessment of a group project, free verbal response	X		
5. Compare appropriate and inappropriate kinds of physical contact and how to report incidence		X	X		X		Free verbal response, assessment of an individual project, free written response	X		
6. Identify effective steps to conflict resolution	X			X			Assessment of a group project, check list, free verbal response, teacher observation	X		
7. Identify sources of T.V. violence and it's impact on youth	X	X		X	X		Free verbal response, assessment of a group project	X	X	
8. Discuss gangs and their relationship to criminal activity		X		X	X		Group discussion, free verbal response	X	X	
Mental and Emotional Health										
1. Model refusal skills		X				X	Teacher observation, free verbal response, assessment of a group project		X	
2. Identify positive ways to manage stress		X		X			Free verbal response, free written response	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Analyze how a person's self-esteem can be influenced by the actions of others	X	X		X	X		Free verbal response, assessment of a group project		X	
4. Demonstrate respect for others feelings, rights and property		X				X	Free verbal response, teacher observation, assessment of a group project		X	
5. Apply communication skills effectively to promote better interpersonal relations	X			X		X	Assessment of a group project, teacher observation		X	
6. Recognize the impact emotions have on decision making	X	X		X			Free verbal response		X	X
7. Demonstrate active listening skills	X			X		X	Teacher observation, assessment of an individual project, free verbal response	X	X	
Nutrition										
1. Recognize sources and importance of fiber and nutrients	X			X			Free verbal response, assessment of a group project			
2. Learn to read product labels	X			X		X	Teacher observation, assessment of an individual project	X	X	
3. Recognize food facts and fallacies	X			X			Assessment of a group project, teacher observation	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Discuss the influence of food advertising on our choices	X			X	X		Free verbal response, individual/ group projects	X	X	
5. Identify the food guide pyramid, RDA and serving sizes		X		X			Individual projects	X		
6. Review digestive system and its function		X		X	X		Group project, assessment of individual project	X	X	
7. Develop a nutritious meal		X		X	X		Teacher observation, self evaluation	X	X	
Relationships, Manners and Family Health										
1. List the physical, social and emotional similarities and differences between boys and girls		X				X	Paper and pencil task, check list	X		
2. Discuss how personal behavior affects family, friends and others	X			X	X		Free verbal response		X	
3. List characteristics of being responsible and having responsible friends	X	X		X		X	Free verbal response, free written response	X		
4. Discuss puberty and the changes that occur	X			X	X		Assessment of an individual project, free verbal response	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Describe interrelationship and interdependence of body systems	X			X	X		Free verbal response, free written response, assessment of a group project	X	X	
6. Describe how human reproduction is a part of the life cycle	X	X		X	X		Free written response, assessment of a group project		X	
7. Describe the influence heredity plays on growth and development		X			X		Paper and pencil task, assessment of an individual project	X	X	
8. Discuss the major structures and functions of the endocrine system	X			X	X		Open book testing, book test, free verbal response, free written response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment	Factual Level	Applied Analysis	Synth Eval
Alcohol, Tobacco, and Other Drugs										
1. Evaluate advertising techniques for alcohol and tobacco products	X			X	X		Paper and pencil task, free written response, free verbal response			X
2. Demonstrate helpful strategies for dealing with social pressures to use drugs	X			X		X	Free verbal response, teacher observation, assessment of group project		X	
3. Recognize the legal consequences of use, purchase and possession of drugs	X			X			Free written response, free verbal response	X		
4. Illustrate the impact that use or abuse of alcohol, tobacco and other drugs has on the individual, family and the community		X	X			X	Assessment of individual project, free written response, free verbal response		X	
5. Apply the components of the decision making process to drug use or nonuse situations	X			X		X	Teacher observation, assessment of individual project, free verbal response, assessment of group project		X	
6. Identify individuals and organizations who can provide help with problems related to alcohol, tobacco, and substance abuse	X			X			Check list, paper and pencil task, assessment of individual project	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment	Factual Level	Applied Analysis	Synth Eval
Community and Environmental Health										
1. Discuss current community health issues		X			X		Free verbal response, assessment of group project	X		
2. Describe personal and family activities which influence community health		X				X	Free verbal response, assessment of individual project, paper and pencil task	X		
3. Explain the relationship between population and land use	X			X	X		Free verbal response, assessment of group project, paper and pencil task		X	
4. List the sources of and methods for dealing with solid waste.	X			X		X	Assessment of group project, assessment of individual project, paper and pencil task, free written response	X		
5. Demonstrate an appreciation of the beauty and importance of natural resources and their impacts on human health	X			X		X	Teacher observation		X	
6. Predict environmental changes that will be caused by increasing populations	X			X	X		Assessment of group project, paper and pencil task		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment	Factual Level	Applied Analysis	Synth Eval
Consumer Health										
1. Analyze information and claims about products and services		X		X	X	X	Group project, paper and pencil task	X	X	X
2. Explain how information on labels can be used in selecting health products		X	X			X	Free verbal response, paper and pencil task		X	
3. Recognize that health career options are open to all	X	X		X	X		Free verbal response, paper and pencil task, assessment of group project	X		
Fitness/Personal Health										
1. Recognize the effects of puberty on social, mental, physical and emotional well-being	X			X			Free verbal response, free written response		X	
2. Identify how exercise impacts stress	X	X		X			Paper and pencil task, free written response	X		
3. Investigate functions of all body systems		X	X		X		Free written response, book test	X		
4. Plan an exercise activity that includes a warm-up and cool-down		X	X	X	X	X	Individual or group project, assessment of individual project	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment	Factual Level	Applied Analysis	Synth Eval
Health Promotion and Disease Prevention										
1. Explain the process of communicable disease transmission		X				X	Paper and pencil task, free verbal response, assessment of individual project	X		
2. Describe personal and social factors that motivate their health behavior		X		X			Free verbal response, free written response	X		
3. Identify the early warning signals for heart disease and cancer	X			X			Free verbal response, individual project	X	X	
4. Discuss the emotional impact of illness (HIV/AIDS, terminal illness)		X			X		Assessment of group project, paper and pencil task, free verbal response	X		
Injury, Violence Prevention, and Safety										
1. Identify and list safety procedures for life threatening situations	X	X		X		X	Assessment of individual project, teacher observation, checklist		X	
2. Learn the Heimlich maneuver and review basic first aid procedures	X	X		X		X	Teacher observation, assessment of individual project, free verbal response		X	
3. Develop a plan for improving the safety for the home, neighborhood, and school		X			X		Assessment of individual project, assessment of group project, teacher observation		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment	Factual Level	Applied Analysis	Synth Eval
4. Develop fire escape plan for home	X			X	X		Assessment of individual project, teacher observation		X	
5. Discuss violence and violent behavior and personal protection strategies	X			X			Free verbal response	X		
6. Define different types of abuse and community resources that help the abused and abuser	X			X	X		Check list, free verbal response	X	X	
7. Model effective conflict resolution		X		X			Teacher observation, assessment of individual project		X	X
8. Review the laws and regulations regarding gun safety		X	X		X		Teacher observation, assessment of individual project		X	
Mental and Emotional Health										
1. Identify problem areas and develop effective coping skills	X			X			Free verbal response, teacher observation	X	X	
2. Describe peer pressure and demonstrate 3 refusal techniques		X		X			Free verbal response, assessment of individual project, teacher observation	X	X	
3. Identify and demonstrate ways to communicate effectively with peers, parents and other adults	X			X			Teacher observation, assessment of individual project, assessment of group project	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment	Factual Level	Applied Analysis	Synth Eval
4. Identify personal strengths and weaknesses	X			X			Paper and pencil task, free verbal response, free written response	X		
5. Discuss elementary to intermediate/middle school transition issues	X			X	X		Free verbal response, free written response	X	X	
6. Identify behaviors that help develop and maintain friendships (e.g. manners, etiquette)		X		X			Free written response, free verbal response	X		
7. Identify how personal traits effect the dynamics of a group	X			X	X		Free verbal response, assessment of group project	X		
8. Identify resources for help/support for themselves and others	X			X		X	Free verbal response, assessment of group project		X	
Nutrition										
1. Compare fast food options for nutritional value		X	X	X	X	X	Assessment of individual assignment, assessment of group project	X		
2. Compare product labels to nutritional guidelines	X	X		X	X		Assessment of group project, paper and pencil task		X	
3. Collect and discuss examples of food advertisement	X			X	X		Assessment of group project, paper and pencil task		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment	Factual Level	Applied Analysis	Synth Eval
4. Develop a daily menu		X	X	X	X	X	Individual project	X	X	X
Relationships, Manners and Family Health										
1. List factors in healthy relationships	X			X		X	Check list, assessment of group project, free verbal response	X		
2. Discuss how puberty affects the social and emotional interactions with others		X			X		Free written response, free verbal response	X	X	
3. Recognize family influences on health choices	X			X			Assessment of group project, free verbal response	X		
4. Describe how puberty effects the body & learn the reproductive systems and menstruation cycle		X		X	X		Free written response, worksheet	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Alcohol, Tobacco, and Other Drugs										
1. Evaluate the impact advertising has on personal decision making		X	X	X			Free verbal response	X		
2. Describe and analyze the effects alcohol, tobacco and other drug use has on physical, mental and social health		X	X	X	X	X	Group project, paper and pencil task	X	X	X
3. Develop a personal plan to positively confront social pressures related to use of tobacco, alcohol, and other drugs		X				X	Paper and pencil task, assessment of individual project, assessment of a group project		X	
4. Recognize alcohol, tobacco and other drug dependencies as treatable conditions and identify resources for help		X	X	X			Free verbal response	X		
Community and Environmental Health										
1. Describe the major roles volunteer agencies and organizations play in community health		X	X	X			Assessment of a group project, assessment of individual project, free written response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Volunteer and participate in a community health project		X	X			X	Assessment of individual project, assessment of a group project		X	
3. Describe ways in which improving the environment can enhance physical, mental, and social health	X			X		X	Paper and pencil task, free written response	X		
4. Illustrate the impact humans have on local, state, national and global environments	X			X		X	Assessment of individual project, assessment of a group project		X	X
5. Discuss current environmental issues and forecast possible changes in the next decade		X	X	X	X	X	Individual project, assessment of group project		X	X
Consumer Health										
1. Recognize and examine the individual influences that impact the selection and use of health information, products and services		X	X	X	X		Individual project	X	X	
2. Know your rights as a consumer	X	X					Free verbal response, paper and pencil test	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Formulate a consumer complaint	X			X		X	Assessment of individual project, assessment of a group project, paper and pencil task	X	X	
Fitness/Personal Health										
1. Evaluate personal health practices		X			X		Free verbal response, free written response		X	X
2. Develop a personal fitness plan		X				X	Free verbal response, free written response		X	X
3. Learn how to deal with stress through positive health habits		X				X	Teacher observation, free verbal response, assessment of individual project	X		
4. Model good sportsmanship through peer education activities		X	X		X		Teacher observation, assessment of individual project		X	
Health Promotion and Disease Prevention										
1. Explain the relationship between the immune system and the disease process		X	X			X	Free verbal response, free written response, paper and pencil task	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Identify transmission & prevention of HIV/AIDS	X	X		X			Free verbal response, free written response, paper and pencil task	X		
3. List the leading causes of death	X			X			Free verbal response	X		
4. Discuss the impact a terminal or debilitating disease has on the family structure		X	X	X	X		Free verbal response	X	X	
5. Develop a personal health plan to minimize their risk of disease		X		X	X		Individual project	X	X	X
6. Explore health field careers		X		X			Individual project	X	X	
Injury/Violence Prevention and Safety										
1. Describe and practice appropriate skills in controlling bleeding, treating for shock, fractures, dislocations, burns, and heart attacks		X	X	X		X	Teacher observation, free written response, free verbal response	X	X	
2. Identify human factors that cause accidents	X			X			Teacher observation, free verbal response		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Identify proper rules and regulations for gun safety		X	X	X			Free verbal response, paper and pencil task, free written response	X	X	
4. Review safety procedures for home, school and neighborhood		X	X	X	X	X	Individual/group project	X	X	X
5. List types of harassment and possible remedies		X	X			X	Group project, self-evaluation	X	X	
6. Identify alternative activities to high risk behaviors of adolescence	X			X	X		Assessment of group project, assessment of individual project, free verbal response	X	X	
Mental and Emotional Health										
1. Demonstrate constructive ways to deal with anger	X	X		X		X	Teacher observation, assessment of a group project, free verbal response	X		
2. Demonstrate skills in positive conflict resolution		X	X			X	Teacher observation		X	
3. Discuss the importance of your selection of friends and how they influence your behavior	X			X	X		Free verbal response, free written response, assessment of individual project, assessment of a group project	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Demonstrate steps to take for seeking help/support for themselves and others		X	X	X	X	X	Paper and pencil test, teacher observation	X	X	X
5. Discuss self-destructive behavior, depression and mood changes		X		X	X	X	Group activity	X	X	X
Nutrition										
1. Calculate caloric intake vs, caloric expenditure	X	X		X	X		Assessment of individual project, paper and pencil task	X		
2. Recognize consequences of a poorly balanced diet	X			X		X	Free verbal response, assessment of a group project	X	X	
3. Examine and evaluate the effects of advertising on food choices	X	X		X	X		Assessment of individual project, free verbal response, paper and pencil task		X	X
4. Compare product labels to product advertising	X	X		X	X		Paper and pencil task, assessment of individual project	X		
5. Understand impact of nutrition on student performance	X			X	X		Assessment of individual project, assessment of a group project, free verbal response	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Compare and analyze fast food options in your diet	X	X		X	X		Assessment of individual project, assessment of a group project, free verbal response		X	
7. Define disordered eating behaviors (eating disorders, compulsive dieter, compulsive over eating)	X			X	X		Assessment of group project, free verbal response	X		
Relationships, Manners and Family Health										
1. Examine family structures and the roles of families		X		X	X		Free verbal response, paper and pencil task	X		
2. Examine how hormonal changes influence physical development, mood and behavior	X			X	X		Free verbal response, paper and pencil task, free written response	X		
3. Discuss the added responsibilities in growing up	X				X		Assessment of a group project, free verbal response		X	
4. Apply basic decision making and peer refusal skills to sexual and other risk taking behaviors		X	X	X		X	Assessment of individual project, assessment of a group project, teacher observation	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Identify and evaluate alternative strategies that may be used within families to resolve conflict		X	X	X		X	Free verbal response, free written response, assessment of individual project		X	X
6. Recognize that aging and death are a natural part of the life cycle	X			X			Free verbal response, paper and pencil task, assessment of individual project		X	X

Appendix A

K - 12 Health Education
Skills-Based Scope and Sequence
Listed by Grade Level

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